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ABSTRACT

This document is part 1 of the workbook for grade 7 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Forty-nine performance objectives are included in this part of the grade 7 workbook, designed to develop understanding of operations, number concepts, geometric concepts, and other mathematical topics. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

SE 045 531

Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

03-2007-32

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

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Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

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To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This student workbook has been designed to help you build a strong knowledge of mathematics. All of the material was created by teachers experienced in mathematics. As you use this workbook, you will find yourself progressing from basic ideas to more advanced skills. The workbooks will provide practice in mastering these skills.

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P.O.7.11.01.01

NAME:_____ CLASS:_____ DATE:_____

Put in the operational symbol associated with these words:

SUM ☐

TOTAL ☐

TWICE A NUMBER ☐

QUOTIENT ☐

PRODUCT ☐

DIFFERENCE ☐

DIMINISHED BY ☐

SHARED BY ☐

4

P.O. 7.11.01.02

NAME: _____ CLASS: _____ DATE: _____

I

Is the sentence 8 + □ = 2 + 8 true or false?

a) If □ =3 then 8 +□= 2 + 8 is _____

b) If □ =7 then 8 +□= 2 + 8 is _____

c) If □ =2 then 8 +□= 2 + 8 is _____

d) If □ =9 then 8 +□= 2 + 8 is _____

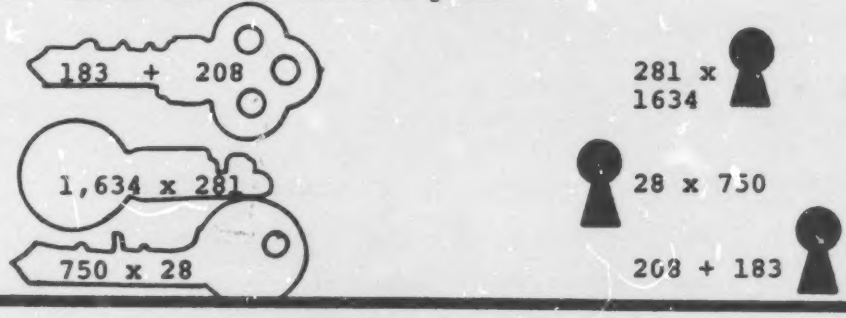
II 1. Write 2 multiplication facts with factors of 8 and 4. _____

2. Write two multiplication facts with a product of 7. _____

3. Write 4 multiplication facts with a product of 14.

_____

III Match the commutative pairs



P.O. 7.11.01.03

NAME:_____ CLASS:_____ DATE:_____

Translate each phrase into a numerical expression

1. The sum of seven and five 7+5
2. The difference between eight and five _____
3. The product of twenty and fifteen _____
4. The quotient of eighteen and nine _____
5. The sum of ten and six _____
6. Twelve decreased by two _____
7. Thirty-five increased by nine _____
8. Eight diminished by seven _____
9. Twenty plus eleven _____
10. The quotient of two and three _____
11. Four subtracted from eleven _____
12. Six more than three _____

6

P.O. 7.11.02.01

NAME:_____ CLASS:_____ DATE:_____

Compute the following problems. Use the correct order of operations.

ORDER ORDER

1. 6 x 7 + 8 =

2. 16 ÷ 4 + 5 =

3. 6 + 8 x 5 =

4. 14 - 4 ÷ 2 =

5. 6 x 8 - 12 ÷ 3 =

6. 48 = 6 x 7 + 3 x 2 =

7. 3(6+3) - 4 =

8. 25 + 3 (10-4) =

* 10 [4+ (7-1) x 5] =

P.O. 7.11.02.02

NAME: _____ CLASS: _____ DATE: _____

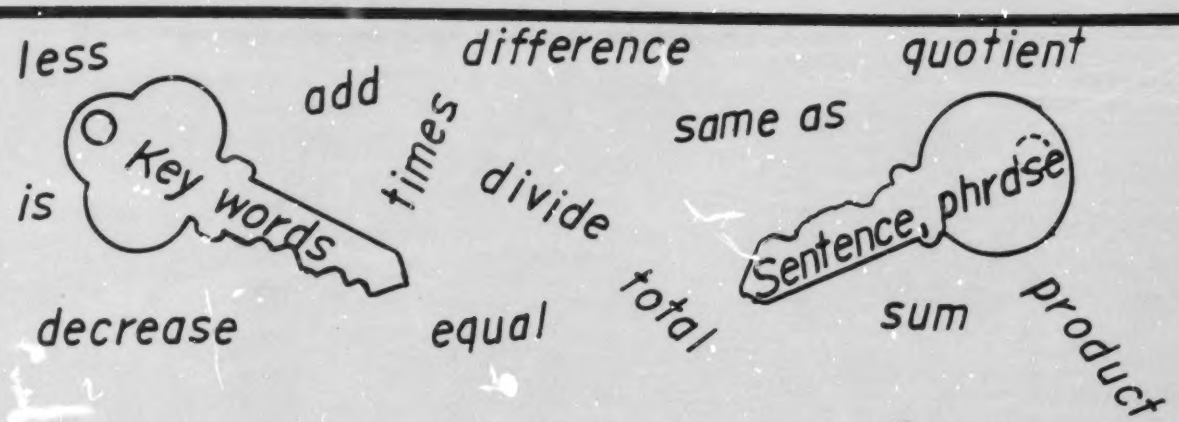
Write P for (phrase) or S for (sentence) as you climb up the mountain and as you go down.

King of the Hill

P.O. 7.11.02.03

NAME: _____ CLASS: _____ DATE: _____

Draw a line from the words to the correct numerical expression.



1.	Four increased by the product of two and one.	(a) $12^2 \div 6$
2.	The sum of six and twelve is eighteen	(b) $7 + 14 = 21$
3.	The quotient of twenty-four and two decreased by five.	(c) $24 = 6 \times 4$
4.	The sum of seven and fourteen is twenty-one.	(d) $26 - 18 + 3$
5.	Six times five is the same as sixty divided by two.	(e) $3(6+3) = 3x9$
6.	Twenty-six decreased by the quotient of eighteen and three.	(f) $9 \times 2 = 18$
7.	Twelve to the second power divided by six.	(g) $6 + 12 = 18$
8.	Three times the sum of six and three is the same as three times nine.	(h) $6 \times 5 = 60 \div 2$
		(i) $4 + 2 \times 1$
		(j) $24 \div 2 - 5$

7.11.02.04

P.O. _____

NAME:_____CLASS:_____DATE:_____

Write true or false next to each numerical sentence.

1. $6 \times 8 + 7 = 55$ ____

2. $8 \times 4 - 3 = 21$ ____

3. $4 + 18 \div 2 = 11$ ____

4. $17 = 3^2 + 8$ ____

5. $5 + 8 \times 4 = 37$ ____

6. $14 \div 2 = 4^2$ ____

7. $12 \times 2 - 24 \div 8 = 22$ ____

8. $7 \times 6 = 48 - 6$ ____

9. $12 \div 2 = 1 + 2 + 3$ ____

10. $4 + 7 \times 3 = (4 + 7) \times 3$ ____

Change all the false statements so that they are true!

Can it be TRUE or Is it FALSE!

10

P.O. 7.14.01.01

NAME:_____ CLASS:_____ DATE:_____

Find the letter corresponding to the underlined digit which is equal in value to the numeral. Write the letter above the numeral.

EXAMPLE: 50,000 is the value of the underlined digit in 342,150,896, which is represented by R.

WHO WAS THIS FAMOUS ATHLETE?

This famous football player racked up one of the most remarkable individual game records in 1924, playing against an unbeaten University of Michigan team. He ran the opening kick off back 95 yards for a touch down. Then, just a couple of minutes later he went 67 yards around the end for a second touch down. In that same first quarter he ran 56 yards for a third touchdown. Altogether by the end of the game he had run for four touchdowns and passed for two more. After college he played professional football for the Chicago Bears.

		R			
40,000,000	5,000,000,000	50,000	5,000	500,000	500,000,000
50,000	4,000,000	500,000,000	900,000,000,000	50,000	
5,000,000,000	90,000,000	900,000,000,000	4,000,000	50	
5,000,000,000	90,000	900	90,000,000	5000	50	90,000,000
5,000,000,000	90,000	40,000	40,000,000	4,000,000	
900,000,000,000	5,000,000,000	500,000	500,000	5000	40
400	90,000,000	900,000,000,000	900,000,000,000	40,000,000	
5,000	90,000	40,000			

P.O. 7.14.01.01 cont'd

NAME:_____CLASS:_____DATE:_____

A	B	C	D	E
105,869,324,040	421,986,357	689,412,375	501,698,423	124,869,537
F	G	H	I	J
708,243,196	981,241,682,401	241,689,735	679,521,438	150,689,324
K	L	M	N	O
780,423,916	689,510,423	324,869,510	890,762,341	432,015,698
P	R	S	T	W
967,215,843	342,150,896	324,691,708	896,142,573	968,423,150

12

P.O. 7.14.01.02

NAME:_____ CLASS:_____ DATE:_____

Write each with commas.

SEPARATE A NUMBER INTO ITS PERIODS

625400	90642	352180750	820000
59362	40085	9955110500	26543218
5000000	92643	4524680900	9020
6523841	420000	9630500520	4444432

P.O. 7.14.01.03-04

NAME:_____ CLASS:_____ DATE:_____

Match the number to the word name.

B	(1)	70,400,000	A	seventy billion, four hundred thousand
___	(2)	740,000,000,000	B	seventy million, four hundred thousand
___	(3)	704,000,000	C	seventy billion, four hundred million
___	(4)	74,000,000	D	seven hundred four billion, four hundred million
___	(5)	70,400,000,000	E	seventy billion, forty million
___	(6)	70,000,400,000	F	seven billion, forty million
___	(7)	7,040,000,000	G	seven hundred forty billion
___	(8)	700,000,040,000	H	seventy - four million
___	(9)	704,400,000,000	I	seven hundred billion, forty thousand
___	(10)	70,040,000,000	J	seven hundred four million

14

P.O. 7.02.01.01

NAME: _____ CLASS: _____ DATE: _____

Do the exercises as indicated.

1. $\begin{array}{r} 338 \\ +259 \\ \hline \end{array}$

2. $\begin{array}{r} 867 \\ +290 \\ \hline \end{array}$

3. $\begin{array}{r} 805 \\ +367 \\ \hline \end{array}$

4. $\begin{array}{r} 12,824 \\ +\ 1,302 \\ \hline \end{array}$

5. $\begin{array}{r} 361.09 \\ +558.80 \\ \hline \end{array}$

6. $\begin{array}{r} 657 \\ +269 \\ \hline \end{array}$

7. $\begin{array}{r} 983 \\ +\ 124 \\ \hline \end{array}$

8. $\begin{array}{r} 5,856 \\ +1,868 \\ \hline \end{array}$

9. $\begin{array}{r} 1,748 \\ +\ 292 \\ \hline \end{array}$

10. $\begin{array}{r} \$782.28 \\ +\ 63.84 \\ \hline \end{array}$

11. 2,411 + 13,570 + 924

12. 135,906 + 3,058 + 1,457

15

P.O. 7.02.01.02

NAME: _____ CLASS: _____ DATE: _____

Estimate each sum. Then add.

	Estimate		Estimate		Estimate
373 +499 872	900	4235 +3845		736,495 +206,667	
34,281 +98,311		775,100 +245,209		85,125 +20,999	
9475 +1009		5762 +3048		67,113 +25,246	
2815 382 1134 + 899		67,348 1,255 72,118 + 3,485		67,777 95,028 13,154 +26,340	

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P.O. 7.02.01.03

NAME:_____ CLASS:_____ DATE:_____

Use the chart to solve the following problems.

Activity	Calories Used in 1 Hour
Football	558
House cleaning	256
Jogging	567
Shoveling snow	751
Studying	68
Swimming	648
Tennis	444
Walking	296
Watching T.V.	48

1.
Jane's exercise schedule on Monday and Wednesdays included one hour of walking and two hours of swimming. How many calories did Jane use in these activities?

2.
John wanted to lose weight. Five days a week, he played tennis two hours per day; three days a week he walked, one hour per day. How many calories did John use in one week?

3.
What two activities would caused you to lose closest to 1,000 calories in two hours?

4.
Which activities on the chart did you do yesterday? Figure the total calories you used in these activities.

5.
Aaron studied for two hours and swam for two hours. What else did Aaron do if he used a total of 1728 calories?

17

P.O. 7.02.01.03

NAME:_____ CLASS:_____ DATE:_____

Read each problem. Decide which operation you will use. Estimate your answer. Solve the problem.

WORK SPACE

1. The distance from Berlin to Paris is 1094 Km. From Paris to Venice it is 1145 Km and from Venice to Madrid it is 1955 Km. If Pat and Mike travel from Berlin to Paris, from Paris to Venice and from Venice to Rome how many Km will they travel?

   What operation?
   Estimate answer.

2. The population of Home Town, USA is 179,323,103. The population of Uptown, USA is 205,306,449. What is the combined population of both towns?

   What operation?
   Estimate answer.

3. In 1955, there were about 175,362,458 math teachers. The number may increase by 26,000,000 in 1990. How many math teachers will there be in 1990?

   What operation?
   Estimate answer.

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P.O. 7.01.01.01-.02

NAME:_____CLASS:_____DATE:_____

I. Circle each palindrome
II. Find the palindrome by repeated addition

I.

66	too hot to hoot	14,63,421
2345	4,632,364	egg
1111	madam	12,344,321
peep	8008	museum
people	otto	level

II.

(1) 46 (2) 23 (3) 73

(4) 81 (5) 40 (6) 252

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P.O. 7.01.01.03

NAME:_____CLASS:_____DATE:_____

Color in the chart: palindrome: green, 1 addition: red
2 - addition: blue, 3 - addition: yellow, 4 - addition: orange
more than 4 addition: purple.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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P.O. 7.03.01.01

NAME: _____ CLASS _____ DATE: _____

Subtract and check.

Example: 986,453,905
-160,728,903
825,725,002

check: 825,725,002
160,728,903
986,453,905

1. 45,560,398,721 -39,952,347,850	2. 235,999,002 -208,879,501	3. 3,288,769,423 - 921,567,018
4. 6,888,940 -5,999,760	5. 906,742,378 -111,238,379	6. 2,911,238,794 - 813,791,684

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P.O. 7.03.01.02

NAME:_____ CLASS:_____ DATE:_____

Estimate differences by rounding to the largest possible place and then subtract.

Example: 42,951 rounding to 40,000
-29,328 rounding to -30,000
10,000 (estimate)

1. 6943 -2229	2. 989,120 -720,964	3. 36,875 -27,403
4. 72,946,120 -59,621,436	*5. 1,256,420 - 834,589	*6. 29,543 - 9,275

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P.O. 7.03.01.03

NAME:_____ CLASS:_____ DATE:_____

Solve.

1. Henry bought land for $1,923. Five years later he sold the land for $2,592. How much profit did he make?

2. The Miller Family bought a house for $75,594. If they made a down payment of $10,888, how much more remains to be paid?

3. In the last election in a small town, 42,817 voters went to the polls out of a possible 186,217 registered voters. How many registered voters did not vote?

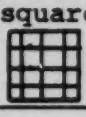
4. The population of Averagetown, Florida, increased from 283,618 to 1,017,921 in the last 10 years. Find the increase in population.

P.O. 7.13.01.01

NAME:_____ CLASS:_____ DATE:_____

Problem: How many squares are there in an 8 x 8 checkerboard?

Fill in the table. Draw actual boards.
Use the information to generalize a solution.

Size of the board.	Number of Squares Involving					Total number of Squares
	1 square	4 squares	9 squares	16 squares 	25 squares	
1 x 1	1					1
2 x 2	4	1				5
3 x 3						
4 x 4						
5 x 5						

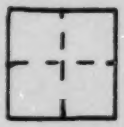
P.O. 7.13.01.02

NAME:_____ CLASS:_____ DATE:_____

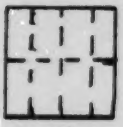
Solve the problem by making a chart or table and generalize your answer.

Problem: How many boxes will appear on a sheet of paper if you fold it in half 9 times?

1 time = 2 boxes



2 times = 4 boxes



3 times 8 boxes

Number of Folds	Number of Boxes
1	2 boxes

*Remember to look for a pattern!

25

P.O. 7.04.01.01

NAME:_____ CLASS:_____ DATE:_____

Find the product.

1. 24 x2	2. 63 x3	3. 514 x 6	4. 2807 x 8
5. 53 x32	6. 614 x 40	7. 3065 x 75	8. 47328 x 91
9. 516 x312	10. 708 x607	11. 3879 x 219	12. 60544 x 495

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P.O. 7.04.01.02

NAME:_____ CLASS:_____ DATE:_____

Replace the ☐ to make true statement.

1. 35 x ☐ = 3500

2. ☐ x 273 = 2730

3. 81 x ☐ = 81000

4. ☐ x 40 = 4000

5. ☐ x 4725 = 47250000

6. 7 x ☐ = 70.

Multiply.

7. 100 x 56 = ☐

8. 10 x 728 = ☐

9. 96 x 1000 = ☐

10. 2314 x 100 = ☐

11. 10000 x 8040 = ☐

*12. 9 x 4 x 10 = ☐

*13. 100 x 6 x 12 = ☐

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P.O. 7.04.01.03

NAME:_____ CLASS:_____ DATE:_____

1. Name the multiplication property that is illustrated by each mathematical sentance.

1. $8 \times (9 \times 7) = (8 \times 9) \times 7$.

2. $6 \times 1 = 6$

3. $4 \times (7 + 2) = 4 \times 7 + 4 \times 2$

4. $0 \times 25 = 0$

5. $4 \times 6 = 6 \times 4$

2. In each problem: (a) Replace the ☐ to make the mathematical sentence true and (b) name the multiplication property that each completed sentence illustrates.

6. ☐ x 8 = 8

7. 4 x (9+6) = 4 x ☐ +4x6

8. 3 x (5 x 4) = (☐ x 5) x 4

9. 7 x ☐ = 2 x 7

10. 9 x ☐ = 0

11. ☐ x (8 + 1) = 5x8 + 5x1

3. Find the following products in 3 ways.

12 3 x 5 x 7

13. 2 x 8 x 5

P.O. 7.04.01.04

NAME: _____ CLASS: _____ DATE: _____

Solve each problem.

1. A flock of 72 birds flew 26 miles one dav. What was the total number of miles flown by the flock in 15 days?

2. A dealer sold 37 T.V. sets at $429.00 each. Find the total amount of the sales.

3. Light travels at 186,200 miles in one second. How far does it travel in 345 seconds?

4. A truck holds 125 boxes, each of which weighs 107 pounds. Find the total weight of the boxes in the truck.

P.O. 7.05.01.01

NAME:_____ CLASS:_____ DATE:_____

Express each quotient as a mixed number.

Example: $\frac{3 \text{ r } 3}{7\overline{)24}} = 3\frac{3}{7}$	$8\overline{)57}$ = 7 r 1	$6\overline{)43}$ = 7 r 1
$8\overline{)27}$ = 3 r 3	$7\overline{)83}$ = 11 r 6	$5\overline{)99}$ = 19 r 4
$4\overline{)31}$ = 7 r 3	$4\overline{)19}$ = 4 r 3	$9\overline{)56}$ = 6 r 2
$3\overline{)59}$ = 19 r 2	$7\overline{)94}$ = 13 r 3	$2\overline{)59}$ = 29 r 1

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P.O. 7.05.01.02

NAME:_____ CLASS:_____ DATE:_____

Solve each problem. Express answers as mixed numbers.

1. Jack took a trip on a jet. He flew 3,850 miles in 6 hours. What was the average rate of the jet per hour?	2. In 2 weeks (14 days), Mr. Smith sold 1,302 newspapers. How many did he sell each day?
3. In Lake Canoe day camp there are 483 campers. If there are to be 24 campers in each group, how many groups can be made?	4. Each crate of oranges holds 144 oranges. If there are 16,000 oranges. How many crates will be needed?
5. On a camping trip the family plans to travel 863 miles in 4 days. How many miles should they plan to drive each day?	6. The Spiros took out a car loan for $5,860. If the loan is to to be repaid in 36 monthly installment. What is the amount of each payment?
7. If each can of insect spray can kill about 250 insects, how many cans would be necessary to kill 7,865 insects?	8. The girls bought 6 pounds of hamburger for $8.34. What was the price per pound?

P.O. 7.01.02.01

NAME: _____ CLASS: _____ DATE: _____

(1) Circle the numbers that are divisible by 2:

57, 94, 409, 320, 786, 1053, 4090, 81732

(2) Circle the number pairs in which both numbers in the pair are divisible by 2.

(a) 84,50 (b) 76,47 (c) 0,138 (d) 42,241

(3) In the space below write all numbers which are divisible by 2 which fall between the numbers given:

(a) 19 and 27 (b) 109 and 130 (c) 4994 and 5010.

(4) Name a 3 - digit number that is: (a) divisible by 2

(b) not divisible by 2

(5) Complete the last digit of each number to make the number divisible by 2.

(a) 45__ (b) 3,77__ (c) 15,89__ (d) 50__

P.O. 7.01.02.02

NAME: _____ CLASS: _____ DATE: _____

(1) Circle the numbers that are divisible by 5.

52, 1745, 90, 40, 4080, 820, 0, 297305, 315

(2) Circle the number pairs in which both numbers in the pair are divisible by 5.

(a) 50, 195 (b) 103,85 (c) 115,3000 (d) 8270,65

(3) In the space below, write all numbers which fall between the given numbers and are divisible by 5.

(a) 38 and 72 (b) 107 and 145 (c) 6855 and 6910.

(4) Name a 4 - digit number which is: (a) divisible by 5

(b) not divisible by 5.

(5) Complete the last digit of each number to make the number divisible by 5.

(a) 8__ (b) 7,10__ (c) 14,52__ (d) 78__

P.O. 7.01.02.03

NAME:_____ CLASS:_____ DATE:_____

(1) Circle the numbers that are divisible by 10.

805, 4080, 60, 9001, 54070, 210004, 700

(2) Circle the number pairs in which <u>both</u> numbers in the pair are divisible by 10.

(a) 40,8005 (b) 210,0 (c) 19600,540 (d) 25,1000

(3) In the space below, write all the numbers which fall between the given numbers and are divisible by 10.

(a) 38 and 114 (b) 670 and 805 (c) 4320 and 4400

(4) Name a 5 - digit number which is: (a) divisible by 10

(b) not divisible by 10

(5) Complete the last digit of each number to make the number divisible by 10.

(a) 36_ (b) 84,07_ (c) 4_ (d) 9,00_

P.O. 7.01.03.01

NAME: _____ CLASS: _____ DATE: _____

1. Circle the numbers that are divisible by 3.

   54, 113, 528, 0, 1872, 427, 75193

2. Circle the number pairs in which <u>both</u> numbers in the pair are divisible by 3.

   (a) 81 and 429 (b) 600 and 5410 (c) 75 and 450

   (d) 255 and 183

3. In the spaces below, write all numbers which fall between the given numbers and are divisible by 3.

   (a) 46 and 70 (b) 96 and 130 (c) 5520 and 5562

   _____ _____ _____

4. Name a 4-digit number which is:

   (a) Divisible by 3 (b) not divisible by 3

5. Complete the last digit of each number to make the number divisible by 3

   (a) 25_ (b) 9214_ (c) 7_ (d) 50_

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P.O. 7.01.03.02

NAME: _____ CLASS: _____ DATE: _____

1. Circle the numbers that are divisible by 4.

   842, 2560, 96, 50000, 7210, 325

2. Circle the number pairs in which <u>both</u> numbers in the pair are divisible by 4.

   (a) 88 and 6240 (b) 0 and 356 (c) 5132 and 477

   (d) 616 and 92

3. In the space below, write all numbers which fall between the given numbers, and are divisible by 4.

   (a) 53 and 85 (b) 104 and 138 (c) 1980 and 2008

   _____ _____ _____

4. Name a 5 digit number which is:

   (a) Divisible by 4 (b) not divisible by 4

5. Complete the last digit of each number to make the number divisible by 4.

   (a) 5_ (b) 26_ (c) 8217_ (d) 320_

P.O. 7.01.03.03

NAME:_____ CLASS:_____ DATE:_____

1. Circle the numbers that are divisible by 6.

   89, 450, 0, 8176, 581745, 2844.

2. Circle the number pairs in which <u>both</u> numbers in the pair are divisible by 6.

   (a) 46 and 810 (b) 1236 and 300 (c) 114 and 2412 (d) 4800 and 241

3. In the space below, write all numbers which fall between the given numbers and are divisible by 6.

   (a) 35 and 80 (b) 246 and 310 (c) 3480 and 3540.

4. Name a 4-digit number which is:

   (a) divisible by 6. (b) not divisible by 6.

5. Complete the last digit of each number to make the number divisible by 6.

   (a) 8_ (b) 35_ (c) 4115_ (d) 640_

P.O. 7.01.03.04

NAME:_____ CLASS:_____ DATE:_____

Fill in the squares of all numbers that are divisible by nine.

MAZE KRAZE

24	43	78	284	614	312	418	719	223
18	29	56	123	810	774	522	639	261
36	82	114	516	441	357	462	831	801
126	37	231	129	333	285	489	516	324
45	28	625	148	END	329	331	626	135
315	63	234	423	144	72	351	711	54
80	178	132	29	184	906	809	489	726
240	64	93	103	821	251	127	421	357

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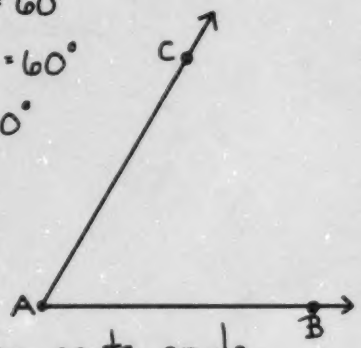
P.O. 7.09.01.01

NAME:_____ CLASS:_____ DATE:_____

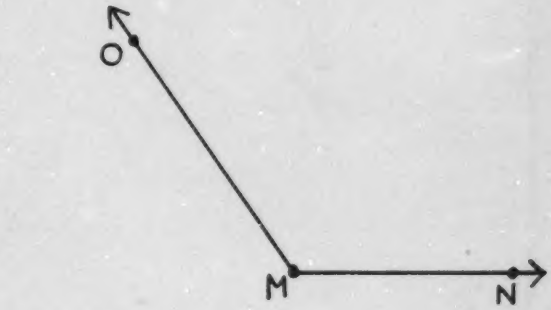
Measure and name each angle. Choose only one way to name each angle. Use your protractor.

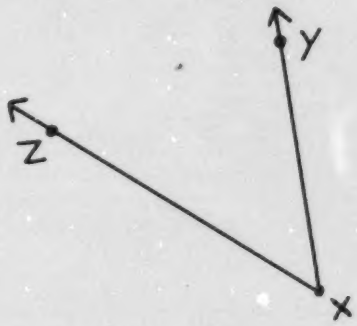
What's Your Angle?

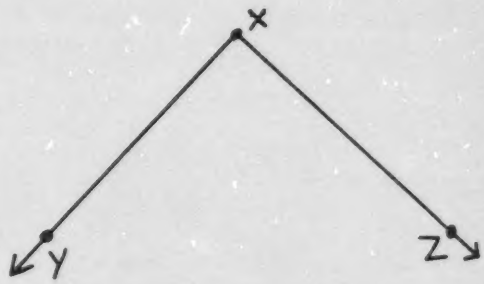
(m)∠CAB = 60°
or
(m)∠BAC = 60°
or
(m)∠A = 60°



∠CAB is an acute angle.







Construct three angles: acute, right, obtuse.
(Label, measure and name each angle.)

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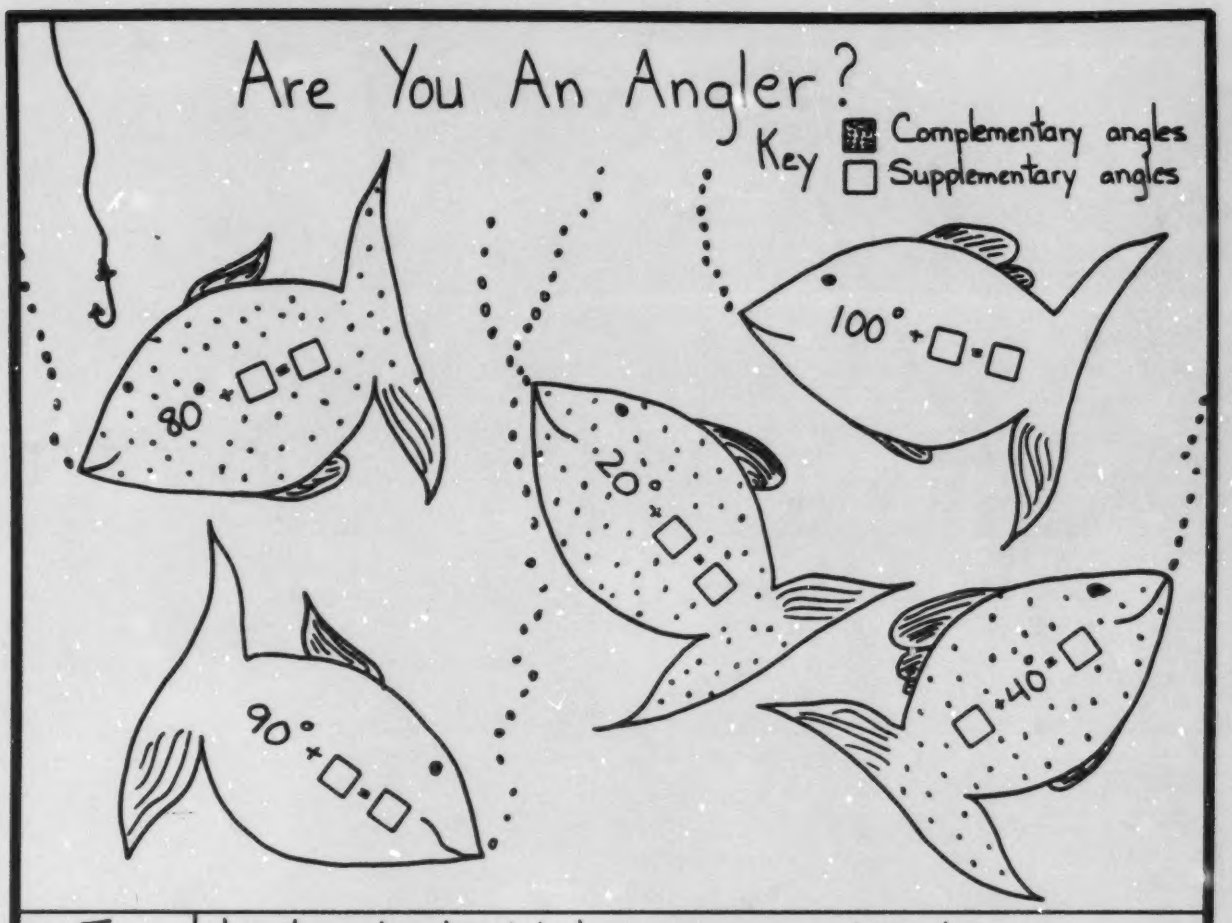
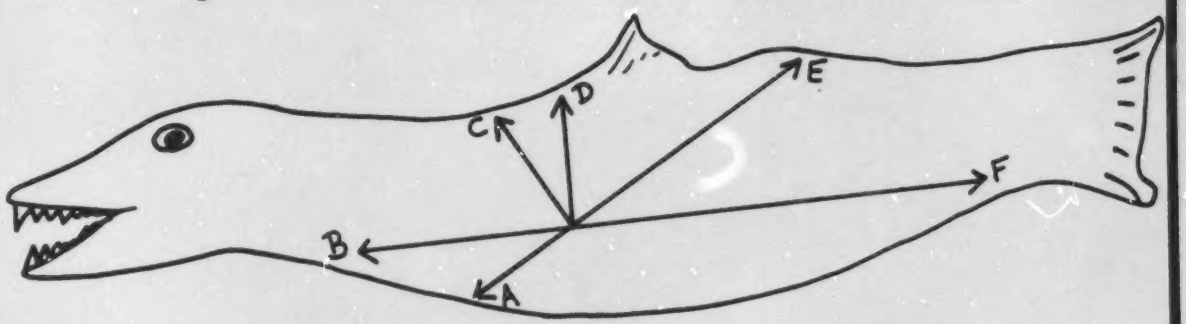
P.O. 7.09.01.02

NAME:_____ CLASS:_____ DATE:_____

Name the missing angle.



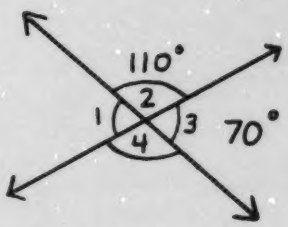
To catch the shark, label, measure and list as many supplementary ∠s and complementary ∠s you can find in the diagram.



P.O. 7.09.02.01-02

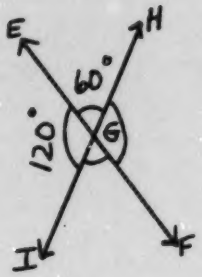
NAME:_____ CLASS:_____ DATE:_____

1. Name the vertical and supplementary angles.



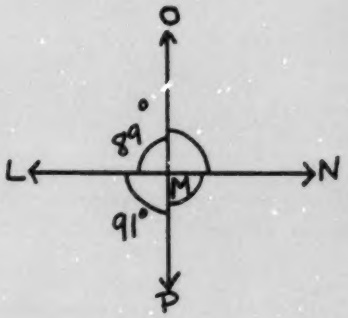
Vertical:

Supplementary:



Vertical:

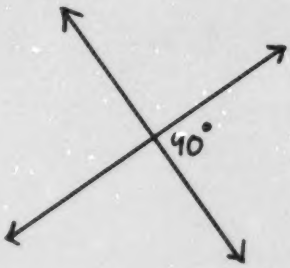
Supplementary:

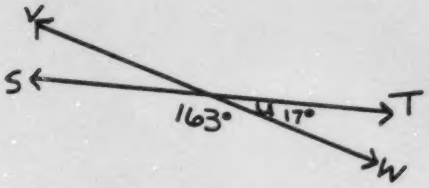


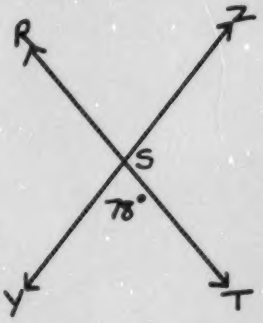
Vertical:

Supplementary:

2. Find the measures of the missing angles in each diagram.





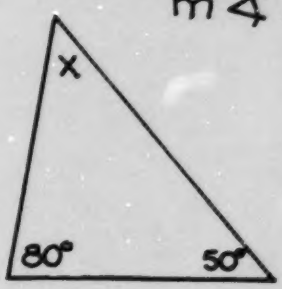


P.O. 7.09.03.01

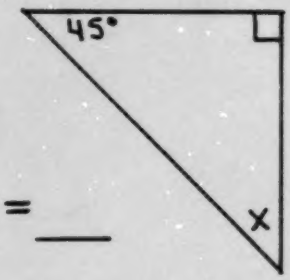
NAME:_____ CLASS:_____ DATE:_____

Find the measure of angle X in each diagram without a protractor.

1. m∠X=___

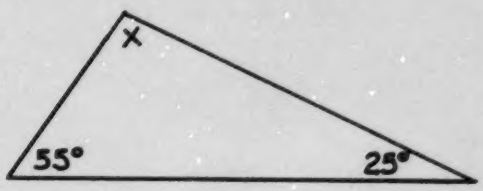


2.



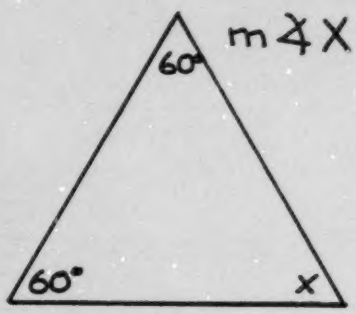
m∠X=___

3.

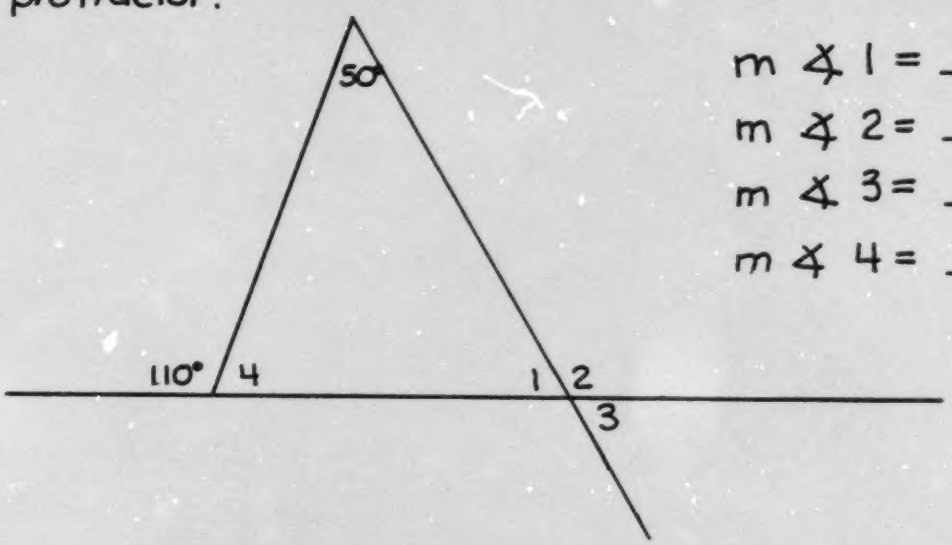


m∠X = ___

4. m∠X = ___



5. Find the measure of each angle without a protractor.



m∠1 = ___

m∠2 = ___

m∠3 = ___

m∠4 = ___

P.O. 7.09.03.02

NAME: _____ CLASS: _____ DATE: _____

I. Is it a triangle?
II. Find a possible third side.

I. 7, 12, 20	6, 8, 10
8, 11, 9	4, 6, 1
12, 9, 4	3, 9, 6

II.

$1\frac{1}{2}$, $2\frac{1}{2}$,

8.2, 6.1,

16, 11,

6, 9,

P.O 7.09.03.03

NAME:_____ CLASS:_____ DATE:_____

Solve the following problems.

1. The diagonal of a square measures twelve inches. What is the smallest length the side can be?
(Hint: Draw a diagram.)

2. The height of a parallelogram is 8 inches the base is 14 inches. What is the least the diagonal can be?

3. The height of a T.V. screen is 12 inches, the diagonal of the screen is 13 inches. What is the smallest length the base of the T.V. set can be?

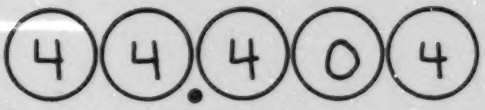
4. Can you construct a triangle whose sides are 8", 4", 2"? Explain. (Experiment with strips of paper.)

P.O. 7.07.01.01

NAME: _____ CLASS: _____ DATE: _____

Cross out the correct place value.

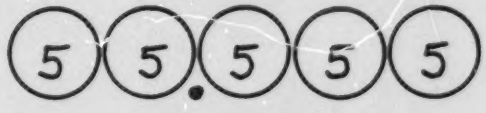
three thousandths



four tenths

three hundredths

eight ten thousandths

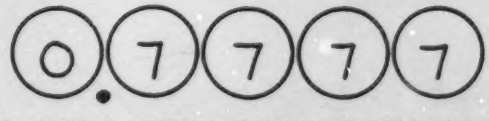


five thousandths

nine ten thousandths

sixty-six hundredths

one hundredth



seven tenths

P.O. 07.07. 01.02

NAME: _____ CLASS: _____ DATE: _____

Draw a line from the decimal in column I to its equivalent in column II.

1.	.8	a.	.07
2.	.07	b.	.82500
3.	.57	c.	.005
4.	.082	d.	.1500
5.	.825	e.	.800
6.	.0700	f.	.07
7.	.0850	g.	.570
8.	.00500	h.	.08200
9.	.15	i.	.2105
10.	.210500	j.	.085

P.O. 7.07.01.03

NAME:_____CLASS:_____DATE:_____

I. Circle the larger number.

a. .7, .721, .7218

b. .8, .78, .718

c. .9, 1.0, .899

d. 3.01, 3.10, 3.001

e. .3, .033, .0033

II. Order these numbers from smallest to largest.

a. .0025, .005, .0505

b. 2.9, 3.101, 2.19

c. 8.142, 9.0012, 8.0142

d. 5.003, 6.001, 5.008

e. 8.04, 9.004, 7.99

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P.O. 7.07.01.04

NAME:_____CLASS:_____DATE:_____

Round off each number. Find the answer. The number in front of the answer tells you what letter to put in the box.

(O)	.64 to the nearest tenth	(1.)	.84
(T)	.286 to the nearest hundredth	(2.)	.6
(I)	.6445 to the nearest thousandth	(3.)	.76
(E)	.4154 to the nearest thousandth	(4.)	.29
(N)	.762 to the nearest hundredth	(5.)	.995
(H)	.9946 to the nearest thousandth	(6.)	.645
(M)	.8363 to the nearest tenth	(7.)	.836
(D)	.8363 to the nearest hundredth	(8.)	.8
(T)	.8353 to the nearest thousandths	(9.)	.415

1	2	3	4	5	6	7	8	9

WHAT DID THE GOAL POST SAY TO THE FOOTBALL?

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P.O. 7.07.01.05

NAME:_____CLASS:_____DATE:_____

Solve.

1. John's temperature was 102.8.

   Round off the temperature to the nearest degree.

2. Triangle A has area of 13.954 square inches.

   Triangle B has area of 13.956 square inches.

   Which triangle has a larger area?

3. Boy Scout troop T walked 10.342 miles in the woods.

   Troop R walked 10.347 miles.

   Which troop walked the smaller number of miles?

P.O. 7.07.02.01

NAME:_____ CLASS:_____ DATE:_____

Solve the problems below and break the code.

G.	11 + 3.4 + 5.983 =
D.	0.8 + 2.091 + 15.56 =
E.	0.3 + 14 + 9.71 =
O.	10.2 + 5 + 3.64 =
B.	4.56 + 9.4 + 3.768 =
R.	12.2 + 6.78 =
N.	13.6 + 45.84 =

17.728	24.01	20.383	18.84	18.84	18.451	18.84	18.98

17.728	24.01	20.383	18.84	59.44	24.01

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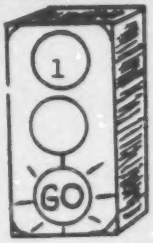
P.O. 7.07.02.02

NAME: _____ CLASS: _____ DATE: _____

Solve the following verbal problems.



1. A traingular lot has sides of 14.5 meters, 32.9 meters and 18.7 meters. How many meters of fencing are needed to fence in the lot?

2. Howard wrote checks for $18.65, $17.83, $106.42 and $24.98 one day. How much did he spend that day?

3. A druggist mixed 3.75 liters of alchohol with 7.65 liters of hydrogin peroxide. How many liters were in the resulting mixture.

4. Jose ran the following distances during the week. Mon. 2.3 miles, Tue. 3.1 miles, Wed. 2.8 miles, Thurs. 3.0 miles, and Fri. 3.2 mile How many miles has Jose run so far this week?

5. Morticia Gomez needs the following amounts of material to create her designer shroud. 7.35 yards somber grey and 9.03 yards of chalky white. How many yards of material does she need altogether?

6. Bob Opfel needs the following lengths of wood to finish his project: 13.5cm, 8.35cm, 9.18cm and 12.67cm. In total, how much wood does Bob need?

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